

BF 141

.B4

Copy 1

LATER REGENTS
QUESTIONS IN
PSYCHOLOGY ©

Psychology made Practical.

1. *Apperception or "A Pot of Green Feathers"*. By T. G. ROOPER. Cloth, 16mo, pp. 52. Price 50 cts.

This work is published at the suggestion of W. T. HARRIS, LL.D., Commissioner of Education, who says of it:



"The idea of 'apperception' is the most important fruit thus far developed by the study of the psychology of pedagogics. R. H. Quick, the eminent English authority refers in the highest terms to a short monograph on pedagogics which he had recently discovered, entitled *A Pot of Green Feathers*."

This book is a charming one, and simple enough to be understood by anybody.—*Nicholas Murray Butler*, Professor of Philosophy, Columbia college.

I appreciate the book very highly, and am perfectly willing that you should use my name in connection with

it, as I heartily recommend it to every teacher. My students have really enjoyed it very much. I think I shall always have my class buy copies of the book.—*Margaret K. Smith*, Oswego Normal School.

2. *Outlines of Psychology*. By HENRY G. WILLIAMS. Cloth, 16mo, pp. 151. 75 cts.

This is especially a book for teachers' classes. It gives also Outlines of Pedagogy, of the History of Education, of the New Pedagogics, and of How to Observe Children. The Questions for Review add much to its value as a class manual.

3. *The Amendment of the Intellect*. By BENEDICT DE SPINOZA. Translated by W. HALE WHITE, with revision by AMELIA HUTCHISON STERLING. Cloth, 12mo, pp. 92. \$1.00.

This is the standard translation of one of the best-known works on psychology. Spinoza's theory was that we arrive at knowledge either (1) by hearing, (2) by experience, (3) by inference, or (4) by knowledge of the proximate cause.

4. *Report on Pedagogical and Psychological Investigation*. By WM. T. HARRIS, Commissioner of Education. Paper, 8vo, pp. 6. Price 15 cts.

5. *Child and Child Nature*. Contributions to the understanding of Froebel's Educational Theories. By the Baroness MARENHOLTZ-BUELOW. Cloth, 16mo, pp. 207. \$1.50.

6. *On Memory and the Rational Means of Improving It*. By Dr. EDWARD PICK. Cloth, 16mo, pp. 193. Price \$1.00.

7. *Sex in Mind and Education*. By H. MAUDSLEY. Paper, 16mo, pp. 42. Price 15 cts.

8. *The First Three Years of Childhood*. By B. PEREZ. With an introduction by Prof. JAMES SULLY. Cloth, 16mo, pp. 294. Price \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

REGENTS QUESTIONS IN PSYCHOLOGY

1895-1904

BEING ALL THE QUESTIONS IN THE SUBJECT GIVEN DURING THE
YEARS NAMED IN EXAMINATIONS CONDUCTED BY THE RE-
GENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK

PREPARED BY

Charles
C. W. BARDEEN

EDITOR OF THE SCHOOL BULLETIN



SYRACUSE, N. Y

C. W. BARDEEN, PUBLISHER

Copyright, 1905, by C. W. BARDEEN

BF141
B4

26
~~5/431~~

LIBRARY of CONGRESS	
Two Copies Received	
NOV 27 1905	
Copyright Entry	
Nov. 27. 1905	
CLASS a	XXc. No.
132175	
COPY B.	

1
2
3
4
5
6
7
8
9
10

U.S.S. May 29, 1931.
E.W.F. Feb. 5-10.

THE REGENTS QUESTIONS IN PSYCHOLOGY

1895 — 1904

I. January 25, 1895

1. Define the following: *sensation, perception, conception, imagination, judgment.*

2. An object coming into the field of vision is recognized as a friend. Trace the mental processes that resulted in this act of recognition.

3. Describe step by step the processes through which the mind passes in localizing the spot at which an object touches the skin.

4. How are we able by the sense of sight alone to affirm that an object has three dimensions?

5. What mental processes are involved in an act of voluntary attention?

6. State and illustrate the three laws of association.

7. Show that memory, judgment, inference, and classification are active in an act of perception.

8. Contrast the memory of a child with that of an adult and state the advantages of each at its proper stage.

9. Give directions to be observed in describing an object. State the psychologic reasons for these directions.

10. What is reasoning? Explain inductive reasoning. Give an illustration of the process of reasoning.

11. What is meant by *intuitive knowledge*? Mention *three* classes of intuitions. Give *two* theories as to the source of intuitions.

12. Show the psychologic basis of the following maxim: "Learn something thoroughly and refer everything else to it."

13. Describe the effect on the powers of the mind produced by (a) bad literature, (b) good literature.

14. Show the value of an hypothesis even though the hypothesis is false. Illustrate.

15. Discuss the psychologic importance of exemplary habits as to diet, sleep, exercise and recreation, in the case of the student.

II. June 14, 1895

16. Distinguish between matter and mind. Explain the method of observation and show the difficulties in the way of applying this method to psychology.

17. Give the elements of cognition in the following: (a) a child's fear of a dog, (b) a desire to study a lesson.

18. Define the following terms: *substance*, *phenomenon*, *subjective*, *objective*, *consciousness*.

19. It is said that one can play the piano and talk at the same time; give *one* argument for and *one* against the affirmation that his mind is attending to two things at once.

20. Trace the mental process by which the complete percept of an apple is obtained.

21. Distinguish between memory and imagination. Name *three* conditions on which memory depends.

22. A person standing on a mountain thinks of a familiar author; describe the process by which he arrives at this thought and state the law of association involved.

23. Discuss the credibility of sense perceptions.

24. Give *three* distinct illustrations of the uses of the imagination. Show how the imagination may be cultivated.

25. Explain the difference between judgment and reasoning. Illustrate.

26. Explain what is meant by *unity of consciousness* and show how it is related to memory.

27. Define and give an example of *inductive reasoning*. Show why this is specially important to science.

28. Trace the psychologic process by which the following conclusion is obtained: *This substance is not a metal*.

29. Is space subjective or objective? Give a reason for your answer.

30. Explain how we get our idea of cause and effect. State the final cause of the construction of a building.

III. *January 31, 1896*

31. Give the principles of scientific method and show their application in the study of psychology.

32. Give the elements of cognition in *each* of the following: (a) a child's fear of the dark, (b) jealousy.

33. Distinguish between matter and spirit. Show that the term *education* may be applied to one and not to the other.

34. Explain what is meant by *unity of consciousness* and show how it is related to memory.

35. Show that acquired sense perceptions are necessary to a thinking being. Mention *two* instances to show that acquired sense perceptions sometimes lead to wrong conclusions.

36. Define *concept*. Distinguish between concept and percept. What is the analogy between concept and composite photographs?

37. Are superstitions the result of lack of imaginative activity? Give reasons for your answer.

38. Define *judgment* and show that it is exercised in sense perception, imagination and conception.

39. Why is the judgment of an adult presumably superior to the judgment of a child? Why is industrial education of value in training the child's judgment?

40. Define and illustrate *efficient cause*, *final cause*, *effect*. Distinguish between final cause and chance.

41. What is *probable reasoning*? Illustrate.

42. Give an illustration of a *syllogism*. Explain the value of syllogistic reasoning.

43. Give a psychologic explanation of the influence exerted by one person on another.

44. Show that the intelligent use of the pronoun *I* denotes an advance in mental action on the part of a child who has previously referred to himself in the third person.

45. What is meant by arousing and developing the mind? Show how this may be done by a lesson in geography.

IV. March 27, 1896

46. Show the relation of psychology to (a) logic, (b) ethics, (c) esthetics.

47. Define and illustrate *each* of the following: *sense, sense-organ, sensation, sensibility, perception.*

48. Account psychologically for the fact that when both hands are immersed in the same water, the water may feel cool to one hand and warm to the other.

49. "In every act of knowledge there are three essential elements." What are these elements?

50. Distinguish between perceiving and thinking; between knowing and believing.

51. Give an example of an acquired sense perception. Account for the formation of this perception. Show why acquired sense perceptions are of so great importance in mental economy, and state how they may lead to erroneous conclusions.

52. Show the necessity of imaginative activity in (a) the practice of medicine or surgery, (b) selling goods, (c) constructive work of any kind.

53. An object approaching you is seen to be a

pigeon. Describe the steps taken by the mind in this act of perception.

54. Account psychologically for such misspellings as (a) *whare* for *where*, (b) *goverment* for *government*.

55. Distinguish between a percept and a concept. Illustrate. Show the function of concepts in processes of reasoning.

56. State and illustrate the difference between *a posteriori* reasoning and *a priori* reasoning.

57. Give an example of *hypothesis*. Why are *hypotheses* important in scientific research?

58. State *three* difficulties in the way of reasoning correctly.

59. Reason consists simply in restating what is already implied in previous knowledge. Explain and illustrate this statement.

60. Write a brief note accepting or declining an invitation to visit a friend, and trace the chief steps taken by the mind in so doing.

V. June 19, 1896

61. What are the difficulties in the way of direct observation of mental facts? State the chief source of indirect knowledge of the mind.

62. Explain the terms *personal identity*, *self-consciousness*, *association of ideas*, *common sense*, *interest*.

63. Show that the perception of a third dimension is largely acquired through sight and touch.

64. Define *image*, *percept*. Point out the charac-

teristics that distinguish them from each other. Illustrate.

65. What is *attention*? Distinguish between voluntary and automatic attention. Give an illustration of each of these phases of attention.

66. Describe the psychologic processes by which actions at first voluntary become automatic; the processes by which actions formerly automatic may come under voluntary control.

67. Analyze an act of remembering. How far may such an act be voluntary? How may we sometimes be misled in remembering?

68. Define *mind-wandering*. Show why it is an easily acquired habit. Mention *two* symptoms of the existence of this habit. Show that its effects are pernicious.

69. Show how each of the following may be employed to develop imagination: geography, literature, natural science.

70. Mention and discuss a phenomenon that may be explained by the hypothesis of unconscious mental activity.

71. Define *inhibition*. Show the importance of inhibition in efforts to cultivate habits of self-control.

72. What is meant by *definition*? Mention the characteristics of a good definition. Show the importance in argument of defining the terms that are used.

73. Show from the constitution of the mind why

mathematics should be taught and why a certain method of presentation should be followed.

74. Define and give an illustration of *each* of the following: *affirmative judgment, universal judgment, syllogism, enthymeme*.

75. "Deduction is of value in direct proportion to the thoroughness of the induction which must in every case precede it, and establish its premises." Show the force of this statement.

VI. *January 29, 1897*

76. Define *three* of the following terms: *concept, acquired sense, perception, arrested development, apperception, environment, personal identity, consciousness*.

77. What is meant by *training the senses*? State tests for the accuracy and acuteness of (a) sight, (b) hearing, (c) feeling.

78. Describe the process by which a complete percept of a single object is formed. How may errors enter into the formation of this percept?

79. State the difference between *voluntary attention* and *involuntary attention*. Give *three* reasons to show why it is difficult to give close attention to a speaker.

80. Distinguish between image and percept. How may clear images be attained?

81. Define (a) *reproductive imagination*, (b) *constructive imagination*. Give an illustration of each.

82. State briefly leading facts concerning memory.

83. A salesman is trying to sell goods to a customer.

Show what powers of the mind (faculties) are likely to be active, and why, in the case of (a) the salesman, (b) the customer.

84. Give the psychologic results of illustration in (a) recitations, (b) sermons.

85. What powers of mind are called into activity by (a) algebra, (b) physics, (c) literature? Give reasons.

86. The same incident is described by two persons. One was an eye-witness and the other gained his knowledge from hearsay. For what reasons inherent in the constitution of the mind are the two accounts likely to differ?

87. A public speaker wishes to induce his hearers to adopt a certain course of action. What psychologic principles should underlie the construction of his speech?

88. The meaning of a literary passage is comprehended by some members of a class but not by the other members. Explain how this can be.

89. Define *tact*. State some of its psychologic bases and show how it may be cultivated.

90. Explain why people can be influenced in their conduct by an appeal to (a) duty, (b) fear, (c) love, (d) utility.

VII. June 18, 1897

91. Show the application to psychology of the general principles of scientific method.

92. Explain what is meant by *correlation of mind and brain*, and show the importance in psychologic study of an understanding of this correlation.

93. Give the meaning of *five* of the following terms: *cognition, personal identity, unconscious cerebration, mnemonics, arrested development, ideation, time reaction, psychosis, inhibition, hypothesis.*

94. Give the elements of cognition in *each* of the following: (a) obedience, (b) sympathy.

95. Distinguish between organic sense and special sense. With which is psychology specially concerned? Why?

96. Distinguish between habit and instinct, and show the advantages of habit in economizing mental effort.

97. Explain the value of the sense of touch in mental development.

98. What are the psychologic characteristics of (a) attention, (b) inattention?

99. Explain what is meant by the term *observation*. Mention at least *three* traits of a good observer.

100. Mention *two* kinds of imagination and show the difference between them. Distinguish between memory and imagination.

101. Distinguish between the power of reflection and the power of apperception.

102. Explain why it is difficult to reason correctly. What is meant by *suspended judgment*?

103. Analyze an act of self-control.

104. Analyze an act of thinking.

105. Define *deduction*, *induction*. Show why the value of deduction depends on the thoroughness of induction.

VIII. *January 28, 1898*

106. Define *five* of the following: *substance*, *phenomena*, *materialism*, *hypothesis*, *representation*, *intuition*, *synthesis*, *consciousness*.

107. Describe and illustrate the process by which a sensation becomes a perception. Show the function of experience in this process.

108. Mention the psychologic elements involved in the appreciation of good literature.

109. Define the terms *subjective*, *objective*. Explain their application in psychologic inquiry.

110. Show the value of psychology to (a) the teacher, (b) the writer.

111. Explain the psychologic advantage of the senses of touch and sight over the other senses. Illustrate.

112. Explain what is meant by *personal identity*. Give, with explanation, an illustration of the loss of personal identity.

113. Distinguish between constructive imagination and reproductive imagination. Show how the imagination is of practical use to (a) the physician, (b) the inventor, (c) the artist.

114. Account psychologically for the sudden emer-

gence of an idea that one has previously endeavored in vain to recall.

115. A person hearing the whistle of a locomotive starts; give a psychologic explanation of this fact.

116. Describe the successive steps in the development of the idea of self.

117. Define *inductive reasoning*, *deductive reasoning*. Give an example of each.

118. Give a psychologic explanation of concentration of mind and show the value of concentration in mental effort.

119. A person on observing that the sky is clouded concludes that it will rain; trace the successive steps taken by the mind in coming to this conclusion.

120. Give the psychologic results of inaccuracy.

IX. June 17, 1898

121. Define *five* of the following: *knowledge*, *idea*, *apperception*, *introspection*, *personal identity*, *dualism*, *analogy*, *abstraction*, *syllogism*.

122. Describe *two* different methods of psychology, showing the value of each. State how physiology and sociology aid in the study of psychology.

123. Explain and illustrate how cognition is involved in (a) an act of will, (b) a form of feeling.

124. Trace the psychologic processes involved in learning a lesson.

125. Explain the law of similarity, and show its use in (a) perception, (b) language, (c) science.

126. "There are two processes in conception; one of analysis, the other of synthesis." Explain, with illustrations.

127. Discuss the question as to whether our ideas are particular or general. Show how modern psychologists solve this problem.

128. Give the psychologic basis of habit. State *two* uses of habit, and show the importance of each in mental development.

129. A farmer, a botanist, and an artist are looking at a rose; explain why, psychologically, they do not perceive the same flower, though the same sensuous elements are presented to each.

130. Define and illustrate *hallucination*, *illusion*. Show how they differ from a percept.

131. Explain and illustrate the influence on thought of (a) environment, (b) disposition, (c) will.

132. Give a psychologic explanation of (a) tact, (b) doubt, (c) genius.

133. Distinguish between judgment and reasoning. Show the dependence of reasoning on the other intellectual processes.

134. Explain the relation between a fact and a law. Show how each is concerned in (a) induction, (b) deduction.

135. Define *unity of consciousness*. Show how it is necessary to our apprehension of the idea of time.

X. *January 27, 1899*

136. Define *five* of the following: *cognition, judgment, postulate, axiom, cause, environment, evolution.*

137. Trace the successive steps taken by the mind in coming to the following conclusion: This lesson is difficult.

138. Show the importance in practical life of the cultivation of *each* of the following: (a) attention, (b) memory, (c) imagination.

139. Mention and explain *three* theories to account for the relation between mind and body.

140. A person, when taking a walk, stops to look at a beautiful flower; give a psychologic analysis of this act.

141. Define *memory* and show how it differs from imagination. Mention, explain, and illustrate *two* laws of association.

142. Give the psychologic elements involved in appreciation.

143. State the nature of attention. Show how attention is involved in (a) perception, (b) recollection.

144. Give a psychologic explanation of (a) hypnotism, (b) morbidness, (c) sympathy.

145. Distinguish between material phenomena and mental phenomena. Show which occurs in the form of time and which in the form of space. Explain.

146. Show how the physical element and the psy-

chical element are involved in a sensation. Explain and illustrate the necessity of contrast in the production of a sensation.

147. Define *each* of the following and show its necessity in scientific investigation: *observation, experiment, theory*.

148. Explain and illustrate the origin of the idea of time.

149. Explain the difference between perception and conception. Illustrate each and show their interdependence.

150. Explain the psychologic basis of the following: "I think, therefore I am."

XI. *June 16, 1899*

151. Define *five* of the following: *percept, adjustment, materialism, concrete, instinct, retention, discrimination*.

152. Show how cognition is involved in (a) repulsion for a criminal, (b) determination to give up a bad habit.

153. Explain, with illustration, the meaning of the following: "Perception is that power which interprets the raw materials given by sensations."

154. Explain in detail the formation of a concept. Illustrate.

155. Give a psychologic explanation of the following, showing the contrast between matter and mind: "The universe may crush man with its power; but

man is greater than the universe, because he is conscious that the universe is crushing him."

156. Give a psychologic analysis of an act of attention.

157. Explain what is meant by *logical induction*. Show, with illustration, why ability to make logical inductions is important in practical life.

158. Mention, with explanation, the psychologic attributes of (a) a good talker, (b) a good listener.

159. A person while taking a walk thinks of a friend in a distant city; trace the process by which he arrives at this thought and state the law of association involved.

160. Give a psychologic explanation of an ill-balanced character. Illustrate.

161. Explain, with illustrations, the limitations of the imagination. Show how the imagination is involved in (a) sympathy, (b) choice.

162. A man, crossing the street, hears a horse coming and quickens his pace; trace the psychologic processes involved in this act.

163. Give, with explanation, the psychologic elements involved in reporting a conversation accurately.

164. Define *judgment*. Analyze psychologically in relation to judgment (a) belief, (b) doubt, (c) unbelief.

165. Write *two* premises from which the following conclusion may be drawn, and state the kind of reasoning involved: Study is beneficial.

XII. *January 26, 1900*

166. Define *five* of the following: *consciousness, phenomena, idealism, cognition, illusion, comparison, abstraction.*

167. Explain what is meant by the scientific method and show how it may be applied to the study of psychology.

168. Show in detail how a sensation becomes a perception. Illustrate.

169. Explain (a) why a gradual increase of temperature in a room is not readily perceived, (b) why surroundings that are unpleasant at first cease to affect us after we become accustomed to them.

170. Show how perception, attention, memory, and conception are involved in any simple act that you may select.

171. State the psychologic difference between the mind of a man who rarely employs all of his intellectual faculties and that of a deep thinker. Illustrate.

172. "The revival of images or ideas follows in all cases certain laws." Explain, with illustrations, the meaning of the above statement.

173. Give a psychologic explanation of (a) insanity, (b) unconscious exaggeration, (c) the power of time to efface grief.

174. Distinguish psychologically between attention and inattention. Show how the power of attention may be developed.

175. State the difference between (a) a stimulus and a sensation, (b) a perception and a conception, (c) inductive reasoning and deductive reasoning.

176. Define *imagination*. Show the necessity of imagination in (a) appreciation, (b) aspiration.

177. A person who has been frequently deceived in business affairs concludes that no one is to be trusted in such matters; show the flaw in this reasoning.

178. Give a psychologic explanation of personality.

179. Show the dependence of reasoning on (a) observation, (b) memory, (c) attention.

180. Show psychologically (a) how a habit may be overcome, (b) how an apparently forgotten name may be recalled.

XIII. June 15, 1900

181. Define *five* of the following: *imagination*, *subjective*, *objective*, *inhibition*, *reflex action*, *personal identity*, *inference*.

182. Show, with illustrations, the importance to the psychologist of a knowledge of (a) physiology, (b) sociology.

183. Show how the relation between the mind and the body is accounted for by (a) the materialistic theory, (b) the spiritualistic theory. State and explain *one* other theory to account for this relation.

184. Give a psychologic analysis of (a) a sensation, (b) a perception.

185. Explain and illustrate *one* of the following:

(a) *three* laws of association, (b) Weber's law, (c) Fechner's law.

186. The same incident is related by two persons; show in what respects their accounts will probably differ and give the psychologic reasons for this difference.

187. Distinguish between original sense perceptions and acquired sense perceptions. Give *two* instances in which acquired sense perceptions may mislead.

188. Mention and explain *three* stages in the process of thinking.

189. Write at least 100 words on the uses and abuses of the imagination.

190. Show, with illustrations, the importance in education of memory and of forgetfulness. Explain psychologically how an idea may be (a) recalled, (b) suppressed.

191. Explain the mental processes involved in the recognition of a friend on the street.

192. State *two* differences between the mind of a man who is dreaming and that of a man who is awake. Account for these differences.

193. Show in detail how the concept of a book is obtained.

194. Define and illustrate (a) inductive reasoning, (b) deductive reasoning.

195. Mention *one* study that primarily trains the imagination; *one* study that primarily trains the

memory; *one* study that primarily trains the judgment. Explain in each case.

XIV. March 29, 1901

196. Define *five* of the following: instinct, sensation, reaction, heredity, visual image, faculty, induction.

197. A person on entering a room detects a peculiar odor which he finds emanates from violets; trace the psychologic processes involved.

198. Discuss the dependence of cognition on (a) feeling, (b) volition. Illustrate each case.

199. Mention and explain the law of association involved in (a) recognizing a picture, (b) memorizing a poem.

200. Describe and state the purpose of an experiment in experimental psychology. Discuss the validity of the conclusions reached.

201. State the difference between (a) an hallucination and an illusion, (b) a fact and a theory. Illustrate each case.

202. Distinguish between voluntary attention and involuntary attention. Trace the mental processes involved in an act of voluntary attention.

203. Give an explanation of habit from *either* the physiologic *or* the psychologic basis. State directions to be observed in the formation of a habit.

204. A says to B, "You must feel very happy." State (a) why A cannot know B's state of mind,

(b) why A is psychologically justified in making such a statement.

205. Show in detail how the concept of a tree is obtained.

206. Trace the psychologic processes involved in writing a letter.

207. Explain, with illustrations, the limitations of the imagination. Show how the imagination is involved in (a) appreciation, (b) aspiration.

208. On seeing a vicious dog, I conclude that he will bite; trace the successive steps taken by the mind in coming to this conclusion.

209. Give the psychologic basis of the following: "Each man must build his own world."

210. Explain what is meant by personal identity. Give, with explanation, an illustration of the loss of personal identity.

XV. *June 21, 1901*

211. Define *five* of the following: cognition, recollection, apperception, analogy, inhibition, conception, syllogism.

212. Give the principles of scientific method and show how they may be applied to the study of psychology.

213. Mention and explain *three* theories to account for the relation between the mind and the body.

214. Discuss, with illustrations, the interdependence of knowing, feeling and willing.

215. State in detail the difference between a sensation and a perception. Illustrate each.

216. Explain and illustrate the law of relativity as applied to sensations.

217. Distinguish between memory and imagination. Mention *two* kinds of imagination and show, with illustrations, the difference between them.

218. Give in detail an illustration to show that mental processes are constantly changing.

219. On passing a store you stop to look at the goods displayed in the window; give a psychologic analysis of this act.

220. Mention, explain and illustrate *two* laws of association. Show the practical importance of the power of association.

221. Show how voluntary action differs from (a) instinctive action, (b) reflex action. Illustrate in each case.

222. Explain the psychologic difference between attention and inattention. State the importance of attention in education, and show how the attention may be trained.

223. Explain, with illustration, the meaning of the following: "Wherever a mental process occurs, there must be a bodily process to serve as its condition."

224. As you are walking along a lonely road, the shadow cast on a fence by a tree appears to you to be a man; give in detail a psychologic explanation.

225. Define reasoning and show its dependence on the other intellectual processes.

XVI. January 31, 1902

226. State the difference between (a) memory and imagination, (b) a hallucination and an illusion, (c) inductive reasoning and deductive reasoning.

227. Show how knowledge, feeling and will are involved in any phase of conscious life that you may select, stating which of these elements predominates.

228. Define consciousness, state of what it is composed and discuss its changing character.

229. While you are moving about in a dark room, your head strikes violently against a projecting shelf which for the moment you have forgotten; show in detail how this sensation becomes a perception.

230. Mention and explain the essential conditions of a good psychologic experiment.

231. Describe the production of a sensation. Give an illustration to show that contrast is necessary in the production of a sensation.

232. A friend asks you if you have a picture of the Temple of Music; you reply that you have not but that you have a very good picture of McKinley. Describe the process by which you arrive at this thought and state the law of association involved.

233. Give a physiologic and a psychologic explanation of attention.

234. It is necessary for you to choose between a position in an office and a college education; you finally decide to go to college. Trace the psychology processes involved in coming to this decision.

235. Explain and illustrate the interdependence of judgment and concept.

236. Explain (a) how we are able by the sense of sight alone to affirm that an object is smooth or rough, (b) why we are able to walk without being conscious of the act.

237. Explain, with illustrations, the meaning of the following: "The products of the constructive imagination have been the only stepping stones for material progress."

XVII. June 20, 1902

238. State, with illustrations, the difference between a physiologic fact and a psychologic fact. Show in detail how a knowledge of physiology aids in the study of psychology.

239. It is said that by consciousness we mean the mind of the present moment, the mind now; that in life we pass through a succession of nows. Give illustrations to show this changing character of consciousness.

240. Describe an experiment in psychology, stating its purpose and result.

241. A man walking on a river bank is suddenly dazzled by a very bright light; he finally discovers

that it comes from a search-light on a boat. Trace the psychologic processes involved.

242. Mention and define *two* kinds of attention. Explain, with illustration, the relation of interest to attention.

243. State what is meant by the association of ideas. Give an illustration of (a) the law of similarity, (b) the law of contiguity. Explain in each case the operation of the law.

244. Give a psychologic analysis of the process through which the mind passes in forming a mental picture of the battle of Bunker Hill.

245. Describe in detail the formation of a concept. Illustrate.

246. A person coming out of a large manufacturing establishment during business hours thinks that the street is very quiet; another person coming out of a deserted building thinks that the street is very noisy. Account psychologically for this difference of opinion.

247. State what is meant by the law of habit. Discuss the psychologic importance of habit and give *two* directions to be observed in forming a habit.

248. Define judgment and show how it differs from reasoning. Mention *three* essentials to an accurate judgment.

249. Explain psychologically (a) how we are able to estimate distance by means of sight, (b) why we reply more quickly to a question that we expect than to one that we do not expect.

XVIII. January 30, 1903

250. Define *five* of the following: introspection, recollection, attention, inhibition, illusion, reaction, time, judgment.

251. Show how knowledge, feeling and will are involved in *each* of the following, stating which of these elements predominates: (a) writing a letter, (b) understanding a statement.

252. Explain, with illustrations, the meaning of the following: "The most essential peculiarity of consciousness is its unity and continuity."

253. Hearing a rumbling noise you decide that it comes from a wagon passing in the street; give (a) a physiologic explanation of the production of the sensation, (b) a psychologic explanation of the formation of the perception.

254. Outline a train of associated ideas suggested to you by the word office, and explain the order of these ideas by references to the laws of association. State why this particular train of ideas is suggested rather than any other.

255. Give a psychologic explanation of a well-balanced character.

256. Define imagination. Show how conception, attention and judgment are involved in the imagination.

257. Your nephew has recently been bitten by a snake. Going into the garden one day at dusk, you

see a long, dark, crooked twig in the path; you jump back. Trace the psychologic processes resulting in this act.

258. Show in detail how a conception differs from a perception. Discuss the value of language as an aid to conception.

259. Give a psychologic analysis of the process of thinking. Illustrate.

260. Show, with illustrations, the truth of the following statement: "Induction is the mode by which all the materials of knowledge are brought to the mind. Deduction is the process by which the knowledge thus acquired is utilized."

261. Explain psychologically (a) why two persons walking through a forest together would not see the same things, (b) why an occupation is easier for a man who has worked at it for a year than for a man who has worked at it for a week.

XIX. June 19, 1903

262. State what is meant by (a) subjective observation, (b) objective observation, (c) experiment. Mention *two* reasons why observation of mental facts is difficult.

263. Define and illustrate reaction-time. Discuss the effect of attention on reaction-time.

264. Explain in full what is meant by the idea of self.

265. Explain and illustrate the difference between

a correct perception and an illusion. Show that the mental process is the same in each case.

266. Give an illustration of an act of voluntary attention and show the physiologic and the psychologic process involved in this act.

267. On passing a store you see the name George Grant; you think of the assassination of McKinley. Outline the train of associated ideas, giving at least *four* steps, by which you arrive at this thought, and explain the order of these ideas by references to the laws of association.

268. Give, with explanation, *three* illustrations to show the practical use of the imagination. Show how the imagination is dependent on experience and how it is influenced by voluntary attention.

269. Give a psychologic explanation of (a) mind wandering, (b) tact, (c) the miser's love of money.

270. Explain and illustrate the difference between a concept and a judgment. Show the function of each in the process of reasoning.

271. Trace the psychologic processes involved in buying a book.

272. Define induction. Show, with illustrations, how the belief in popular superstitions is the result of imperfect induction.

273. Explain psychologically (a) why it is difficult to give an accurate account of our personal experiences, (b) why we cannot judge justly of the actions of another.

XX. *January 29, 1904*

274. Define and illustrate *each* of the following: unity of consciousness, association of ideas, involuntary attention, inductive reasoning.

275. Distinguish between physiologic process and psychologic process. Give, with explanation, an illustration to show that the one accompanies the other.

276. Explain and illustrate the law of relativity as applied to sensations.

277. Give an example of a perception and show in detail how it differs from a sensation.

278. A friend gives you a basket containing apples and pears; explain psychologically how you distinguish between them.

279. Define constructive imagination and give a psychologic analysis of its process. Show how the laws of association are active in this kind of imagination.

280. Explain and illustrate the meaning of the following: "By illusion is meant a mistaken subjective interpretation of an objective impression." Show in what way hallucination differs from illusion.

281. Give the physiologic and the psychologic basis of the following: "By the ordinary law of habit action resolves itself into character."

282. Trace the psychologic processes involved in recalling some familiar quotation word for word.

283. Give the successive stages in the formation of a judgment. Mention the causes of incorrect judgments.

284. State what is meant by reasoning by analogy and give an illustration. Show why this kind of reasoning is not always valid.

285. Account psychologically for such misspellings as (a) goverment for government, (b) there for their, (c) wright for right.

XXI. *June 17, 1904*

286. Define *each* of the following: sensation, imagination, apperception, abstraction, experimental psychology.

287. Mention the three faculties of the mind and show, with illustrations, how each is dependent on the other.

288. Give a psychologic explanation of personal identity. Mention an illustration of the loss of personal identity.

289. As you are walking along the street you notice that it is raining and raise your umbrella; give the physiologic and the psychologic process involved in this act.

290. Explain and illustrate the difference between a correct perception and an illusion. Show that the mental process is the same in each case.

291. State the difference between remembering and recollecting and illustrate each. Explain psy-

chologically why "cramming" is usually considered a bad mode of study.

292. Show the necessity of the imagination in (a) benevolence, (b) ambition, (c) scientific investigation.

293. Give the psychologic difference between voluntary attention and involuntary attention, and show how voluntary attention may become involuntary. Mention *three* reasons why it may be difficult to give close attention to a speaker.

294. Give, with explanation and illustrations, *two* reasons why habit is important in mental development. Mention the psychologic conditions that should attend the overcoming of a habit.

295. Define judgment and show that it is exercised in perception, imagination and conception.

296. Write in proper form a syllogism of which the following is the conclusion, and state the kind of reasoning involved: This man is trustworthy.

297. Explain psychologically (a) why it is easier to commit to memory poetry than prose, (b) why we remember anything that we try to forget.

NOV 27 1962
1-11-63

100-10000-10000

100-10000-10000

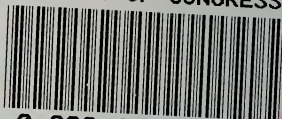
McMillan's Early Childhood

"This book deals only with questions that concern the opening years of life—the years when impressions are received, when impulses are strengthened or curbed, when the sub-soil of the nature is made rich or barren; when 'dangerous elements strike deep root, or perish in obscurity.' The contents embrace oral, manual and moral training, literature for children, the feeble-minded child, and normal and abnormal fatigue. Teachers, parents and all who have the oversight and training of children will find abundant material in this work for thought and study."—*Primary Education*.

"We have seen none but good words for this book in reviews from best sources, and are glad to add our mite to the general approval. The author, evidently a teacher in Bradford, England, possesses a thoughtful, well-stored mind and democratic heart. The 'all-round' education of children of primary school age is the general subject of the book, and its tone and trend may be judged by the following extract: 'The successful primary school teacher of the future will be she who sends out, not youthful prodigies, but children who love beauty, who desire knowledge, who need fellowship, who thirst for innocent pleasure; who, in short, make demands.' That Miss McMillan's ideal of early education is broad may be seen by a cursory statement of some of the points which she discusses. The social question, for instance, obtrudes itself even into the child world as things now are, and no one could treat it in a more wholesome and sensible manner than this English woman. In the beginning children naturally feel themselves on a level, as Miss McMillan prettily illustrates by anecdote. Give all children full opportunity for and training in cleanliness, in kindness to other living creatures (human beings included), in truthfulness of perception, word and life (and in these three things,—in cleanliness, kindness, and truth, every human being should be trained), then, though social classification remained, the friction between social classes could not be of a harmful nature.

"The chapters on the Cost of Mental Effort, Fatigue, Normal and Abnormal, Impressions, and Movements, bring these subjects to us with new enlightenment and force. Literature for children is capitably discussed. No list of books is recommended, but the author's final agreement is with Goethe, that 'the best is good enough for children,' in books as in other things. The effect of Time and Space in the early life of human beings is strikingly put,—time for feeling to grow, ideals to form; wide horizons from which impressions of greatness may be received. In the chapter on Moral Training a charming pen picture is given of an ideal school in Yorkshire, with its country surroundings and its many pets; but it is too long to quote. The use of large and small muscles, the voice training and hygienic breathing of pupils and teacher, and the educational treatment of feeble-minded children are ably considered."—*Kindergarten Review*.

Cloth, 16mo, pp. 225, 5 illustrations. \$1.50



Helps in Child Study

1. *A Working System of Child Study for Schools.* By E. GROSZMANN, Pd.D., late superintendent of the Education of New York. Cloth, 16mo, pp. 70. 50 cts.

This is a practical manual, giving the system actually employed at these well-known schools, with the blanks used, and many specimen reports from the files of the school. Reasons are given for the methods employed, and illustrations of the advantages derived. In a subject just now so overlaid with sentimentality by some of its advocates, it is refreshing to find a clear, sensible, practical description of work actually done.

2. *The First Three Years of Childhood.* By B. PEREZ, with an introduction by Prof. Sully. Cloth, 16mo, pp. 295. \$1.50.

This is of such general interest that it is included by the American Library Association in the list of books to be contained in every library.

"The first four chapters deal with the faculties before birth, the motor activities from the beginning of life till fifteen months, giving full and distinct examples under each period of development. Then the first perceptions, instincts, and sentiments are taken up. From chapter vi. to chapter xii. are given the intellectual tendencies. Chapter xii. is devoted to the æsthetic, and xiii. to the moral sense. Many of M. Perez's illustrations are from children under his own observation, but to these he adds examples from the observations of other scientists and psychologists who have kept records of their children's early years. Tiedemann, Sigismund, Sabish, Darwin, Professor Preyer, M. Tayne, are among the fathers quoted. From these he borrows no theories, but gives only the fruits of their real experience. * * * * The order and the method of this book are thoroughly scientific, the language simple, and the style bright and interesting. After reading it one feels much better acquainted with the mysterious world of infancy through which we have all passed, but of which we have retained so little memory.—*The Evangelist.*

3. *Tiedemann's Record of Infant Life.* An English version of the French translation and commentary of B. PEREZ. Paper, 16mo, pp. 48. 15 cts.

This English version was made by F. Louis Soldan, superintendent of schools, St. Louis, who says: "This essay is remarkable both on account of its contents and of the influence which its publication in France has had on the study of childhood. It is a reproduction of a little work by a German writer which, I think, was written about 100 years ago, but was completely forgotten until a French translation of it appeared in 1863, in the *Journal Général de l'Instruction Publique*, by Mr. Michelan. This translation attracted much attention, and seems to have given the first impulse to a number of most remarkable monographs on the development of childhood."